DOCUMENT RESUME

ED 152 368 JC 780 189

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TITLE An Effective Instructional Design at Iowa Lakes Community College to Make Hard Core Unemployed People Employable.
PUB DATE 20 Nov 77
NOTE 70p.; Ed.D. Practicum, Nova University

EDRS PRICE MF-$0.83 HC-$3.50 Plus Postage.
DESCRIPTORS Career Choice; Career Exploration; Community Colleges; Developmental Programs; Individual Development; *Individualized Programs; *Job Training; *Junior Colleges; Occupational Guidance; *Program Descriptions; *Unemployed; Vocational Education; *Vocational Training Centers
IDENTIFIERS Comprehensive Employment and Training Act; Iowa Lakes Community College IA

ABSTRACT

In order to meet the educational needs of the hard-core unemployed, an instructional program known as the "Alternative Career Center" was designed at Iowa Lakes Community College to prepare those identified by the Comprehensive Employment and Training Act for employment. After reviewing the literature on educational programs for the hard-core unemployed and researching the client population's characteristics, five components for the center's development were identified: goals and objectives, client intake procedures, client assessment and career exploration, survival skills and career training, and further training and/or job placement. To insure that the center offered relevant training and development experiences, an advisory board comprised of representatives from various federal, state, and local agencies and an advisory committee made up of members of the private sector representing various career areas were formed. Procedures and guidelines for implementing the five program components are discussed in terms of such items as individual and group testing, career exploration systems, learning and work histories, staff development, human relations, and training areas available in the college's curriculum. Program implications and recommendations are reviewed. A bibliography and copies of various client/center forms are appended. (TR)

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AN EFFECTIVE INSTRUCTIONAL DESIGN AT IOWA LAKES COMMUNITY COLLEGE TO MAKE HARD CORE UNEMPLOYED PEOPLE EMPLOYABLE

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by

Eugene F. Schorzmann, M.Ed.

Iowa Lakes Community College

A PRACTICUM PRESENTED TO NOVA UNIVERSITY
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE
DEGREE OF DOCTOR OF EDUCATION

NOVA UNIVERSITY

November 20, 1977

JC 780 189

ABSTRACT

The problem was that instructional programs at Iowa Lakes Community College did not meet the educational needs of the hard core unemployed.

Instructors did not apply appropriate learning theories and instructional methodologies to cause hard core unemployed to change their attitudes toward training, employment and themselves.

A thorough review of the literature was done concerning: characteristics of non-traditional students such as the unemployed; theories of learning and instruction which might be successful in making them employable; and effective program design such as time scheduling, length, and content.

This study was developmental in nature in which an Alternative Career Center was designed for the purpose of making hard core unemployed people employable. The Alternative Career Center contained the following components:

1. goals and objectives
2. client intake procedures
3. client assessment and career exploration
4. survival skills and career training
    a. attitude modification towards self-worth, rewards of employment versus unemployment and locus of control
    b. specific skill training accompanied by job seeking and survival skills
5. further training and/or job placement

The study applied Thorndike's "Law of Effect," Mower's "two-factor learning theory," Skinner's version of "operant behavior as applied to learning," and Keller's "personalized system of instruction".

The results of this study include the following:

1. An effective instructional design to make hard core unemployed people employable through a delivery system aimed at developing within the individual positive self-concepts, acceptable values, beliefs, attitudes, and an employable skill.

2. The development of an Alternative Career Center which is in the process of being funded and staffed at the present time.

3. An instructional design which can be equally successful with most students of all ages in educational programs at Iowa Lakes Community College regardless of the program of study.

Implications for Iowa Lakes Community College in Northwest Iowa include:

1. Hundreds of non-productive people will be returned to the labor force to lead productive and respectable lives according to our society.

2. An increase in enrollment while the mission of Iowa Lakes Community College is fulfilled.

3. The professional success and the personal satisfaction which the staff at Iowa Lakes Community College will derive through the success of their students.

It is recommended that the public relations office of Iowa Lakes Community College give considerable effort towards publicizing the Alternative Career Center.

The second recommendation is that the State Office of Planning and Programming in the Special Needs Division of the Department of Public Instruction provide initial funding for a period of not less than the first three years of operation of the Alternative Career Center.

The third recommendation is that the college grant a certificate of completion with fully defined accomplished competencies to those who successfully complete the learning contract and become employable.

The fourth recommendation is that the entire faculty be encouraged to observe closely the educational processes of the Alternative Career Center in an effort to learn more that could be used in their daily teaching.

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Chapter 1

INTRODUCTION

Problem

The problem was that instructional programs at Iowa Lakes Community College (ILCC) did not meet the educational needs of the hard core unemployed.

Instructors did not apply appropriate learning theories and instructional methodologies to cause hard core unemployed to change their attitudes toward training, employment, and themselves.

The characteristics of the training programs such as time offered, length of program in quarters, and organization of content were not appropriate for this group.

Purpose of the Investigation

The purpose of this study was to design an effective instructional program at Iowa Lakes Community College called an "Alternative Career Center" to prepare hard core unemployed people for employment who were identified by the Comprehensive Employment Training Act (CETA) staff.

A thorough examination of literature concerning learning and instructional theories was carried out to design the program around sound learning and instructional theories which meet the training needs of CETA clients.

According to the June statistics of the Iowa Labor Force Summary, 1520 people were unemployed and needed to be returned to the labor force to lead productive and respectable lives in CETA Area III, which consists

of nine counties in Northwest Iowa.

Returning the unemployed to gainful employment would lower taxes spent by state and federal government for welfare programs.

Serving these hard core unemployed people would increase the enrollment of Iowa Lakes Community College, and at the same time the college would be fulfilling its mission of bringing services to the citizenry.

How Investigation was Carried Out

This study was developmental in nature, in which an effective instructional program was designed to prepare hard core unemployed people for employment.

Unemployment data was gathered from the Iowa Department of Job Services showing unemployment statistics from each of the nine counties was determined.

A thorough review of the literature was done concerning: characteristics of non-traditional students such as the unemployed; theories of learning and instruction which might be successful in making them employable; effective program design such as time scheduling, length, and content.

The basic components of the Alternative Career Center were identified, and each one of the five was developed.

The Alternative Career Center was funded November 1, 1977, and each component will be evaluated and revised as is necessary in an effort to reach maximum effectiveness.

Chapter 2

BACKGROUND AND SIGNIFICANCE OF THE STUDY

Characteristics of Iowa Lakes Community College

Iowa Lakes Community College is a public two-year comprehensive community college serving five counties, called Merged Area III, which are located in Northwest Iowa (see Figure 1). It is one of the State system of community colleges which was developed as a result of legislation passed by the Iowa Legislature in 1965.

The purpose and goals of the institution are:

1. to provide vocational and technical educational opportunities to the people of the area. This includes post-secondary educational programs as well as secondary vocational programs and programs for the handicapped and disadvantaged.

2. to provide liberal arts transfer courses and to insure that those courses are transferable to any four-year college or university. This categorically includes all of the pre-professional transfer programs, as well as career option programs.

3. to provide a broad range of community service programs including inservice training and retraining for workers, guidance, counseling and personal service to those people participating in the activities of the institution, a high school completion program for those adults who have not completed high school, and course opportunities which allow participants avenues of exploration that lead to greater fulfillment and better use of leisure time.

Significance of the Study to Iowa Lakes Community College

The significance of this study to Iowa Lakes Community College was to adopt the instructional program to meet the training needs of a specific identified group of citizens in Northwest Iowa.

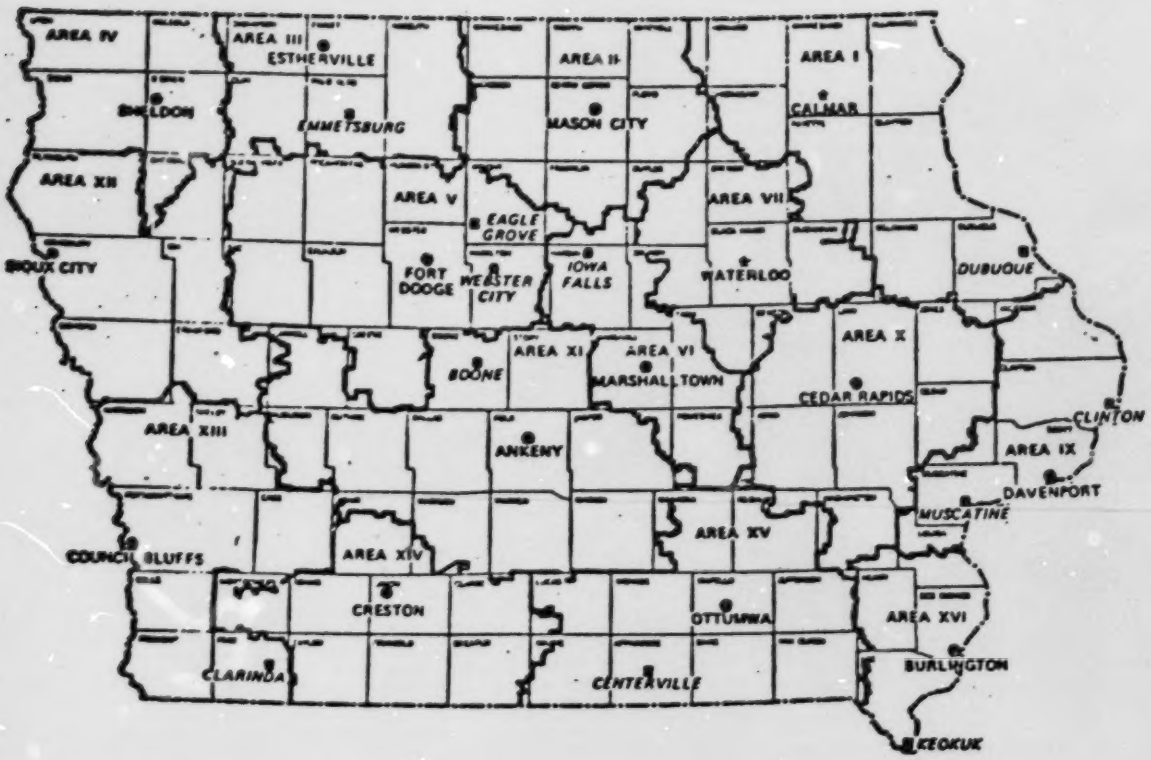

Figure 1

Map of Iowa Designating Fifteen Areas
Served by Area Community Colleges

Because Iowa Lakes is a comprehensive community college which serves a wide variety of people with diverse educational needs, different instructional methodologies and theories must be employed to affect learning among the different groups of people served.

The Comprehensive Employment Training Act (CETA), administered at the federal level by the Department of Labor, at the state level in Iowa by the Office of Planning and Programming, and at the local level by ILCC was to provide job training and employment opportunities to economicly disadvantaged, unemployed, and under-employed persons and to assure that training and services led to maximum employment opportunities. Recognizing participant needs include institutional training and support services, the Department of Public Instruction was obligated to provide vocational education services.

The Office of Planning and Programming (1975) stated, that federal appropriation under CETA totaled $3,311,830,000 for the purpose of lowering the national rate of unemployment which was nearly 8%. Iowa's share of this fund was $6,574,410, and was aimed at lowering the 6% unemployment rate.

The Office of Planning and Programming Area III is a nine county area in Northwest Iowa (see Figure 2) which has been allotted approximately $450,000 for each of the three years that CETA has existed. The effect of the use of the money by the CETA job developers has helped to lower the unemployment rate from 6% to 3% in Northwest Iowa.

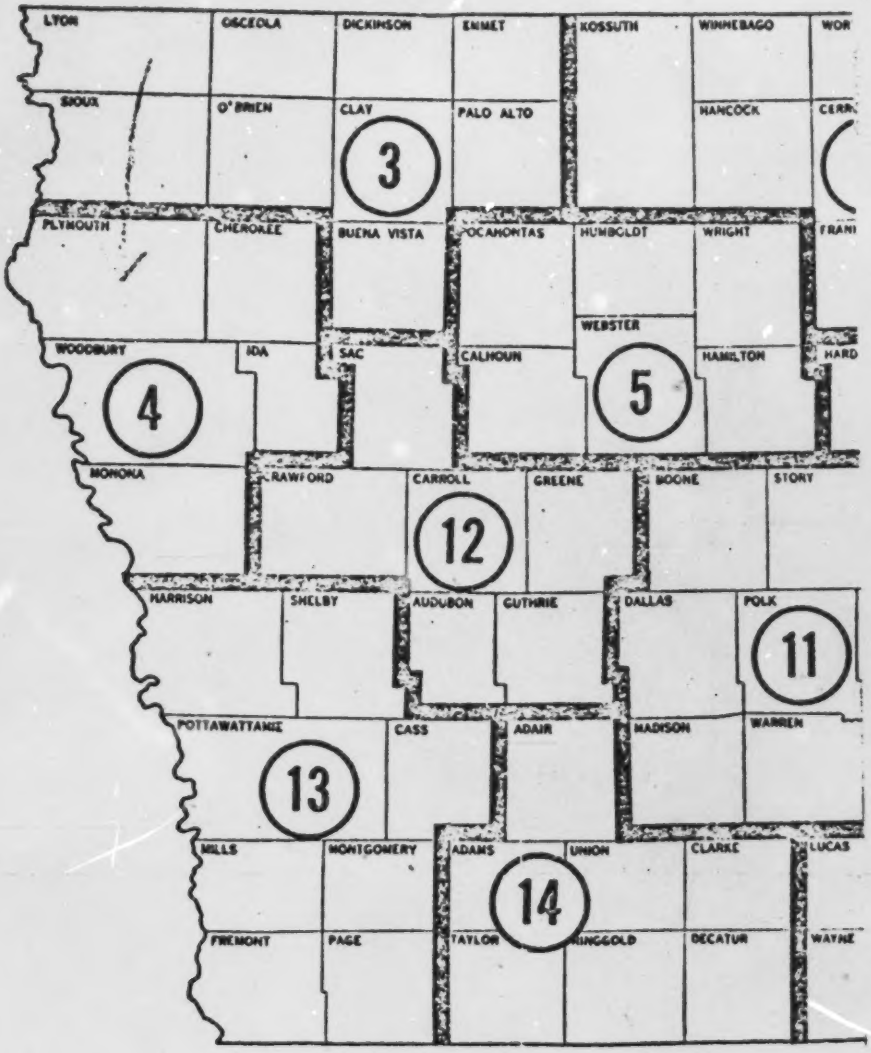

Figure 2

Map of the Western Half of Iowa showing the nine counties in Office of Planning and Programming Area III.

The situation was that during the first three years the easiest clients to work with were helped to find employment. A high percent of the approximately 1520 unemployed people in Area III are hard core unemployed who have existed on welfare programs for an extended period of time and who appear to be satisfied to exist that way.

However, this target group of 1520 unemployed people will be the main focus of the CETA team for the next several years. Most of them are unskilled and will need training from our institution.

The training programs and supportive services at ILCC as structured were not adequate to solve the problems of these people and move them into the successfully employed category. A newly designed behavior modification component had to be designed which would precede the actual skill development within the instructional programs. Instructional programs had to be redesigned to allow an individual to select units which were necessary, open entry - open exit, and accessible when clients were available. The program was aimed at solving learning deficiencies centered around social values by reinforcing behavior which causes people to feel better about success than failure.

Relation of Practicum to Learning Theory and Applications Module

The curriculum at Iowa Lakes Community College includes many courses and programs that are designed to meet a great variety of educational needs of people with a wide range of age, ability, and interests.

In addition to those groups of citizens already identified, another large group of 1520 unemployed people has been identified as needing training for employment. However, the educational program opportunities which Iowa Lakes Community College already provided did not meet the needs of those unemployed people, particularly with regard to changing

their attitudes toward gainful employment versus living on welfare and with regard to organization of curriculum content, length of program, and schedule of offering.

This study was appropriate and related to the Learning Theory and Applications Module because:

1. it applied Thorndike's "Law of Effect" through practicing positive reinforcement practices for desirable learning behavior by the student with regard to skill training and attitudes.

2. it applied Mower's "two factor learning theory" by building the student's self-confidence through successes which generate hope and by de-conditioning existing fears and negative attitudes by introducing new and positive stimuli on which to focus.

3. it strived for the student to practice operant behavior and to believe in his internal locus of control.

4. it employed Keller's "personalized system of instruction" including the following five characteristics:

   a. critical content was divided into sequential modules or units of study which varied in size according to discipline and which required unit perfection by students.

   b. students were permitted to work at their own pace.

   c. unit materials replace much of the lecture presentation with written materials, with strong emphasis on communication between the student and teacher.

   d. lectures and demonstrations were used as vehicles of motivation and enrichment rather than as primary sources of critical information.

   e. it relied on peer proctors when possible to provide feedback on unit mastery and to clear up misunderstandings.

Review of Literature

Mayhew and Ford (1973) listed eight barriers which keep college teaching from increasing in effectiveness. The barriers in teaching include the following:

1. It is difficult to change teaching methods. It is much easier for professors to use the same lecture that is already prepared than to contrive new approaches.

2. The reward system does not take into consideration learning caused by teaching. Tenure and salary increases seldom are based on teacher competency.

3. Little is really known about successful teaching.

4. There is a definite conflict at the university level between the research role and the teaching function.

5. Societal and technological changes have and are coming about very rapidly and it's difficult for education to keep up.

6. Complex institutions result in clogged channels of communication.

7. People are generally confused regarding the different types of institutions offering educational services.

8. Teachers spend much of their time on activities which have little to do with teaching, such as, committee work.

They suggested that the following nine postulates were important considerations for undergraduate curriculums:

1. Students need structure within which life is organized and structure for whatever he is dealing with.

2. Every human being is searching for significance, reason, and meaning.

3. Good educational practice is likely to be good business and good management practice.

4. Any system of education should have a built-in process for bringing about regular change.

5. The purpose of the curriculum is to change people and to move people in desirable directions.

6. Every part of the educational effort of an institution should be consistent with every other part.

7. The principle of parsimony should apply to the curriculum just as much as it applies to research.

8. Different periods in the life of Americans require unique and distinctive educational needs.

9. Each level of education should be articulated with other levels and with life outside the curriculum.

Cross (1974) discussed the topic of new students and defined them as students who had not previously been served by the traditional system

of post-secondary education. Project talent, which was one of four research studies on which this book was based, showed that social economic status and ability test scores are closely related. However, low test scores of low social economic status youth are not caused by low intelligence. She explained that the three major barriers to higher education are:

1. Low social economic level
2. Low tested academic aptitude
3. Female sex

The profile of the new students included the following characteristics:

1. Either black or caucasian whose fathers worked at blue collar jobs.
2. Most parents never attended college and the expectation of college was new to the family.
3. The new students themselves have not been especially successful at their high school studies having earned mostly C's compared to traditional college students A's and B's.
4. Most new students came from the lowest third academically.
5. New students were typically exposed to very different home environments.
6. They didn't enjoy listening to lectures.
7. They failed to put forth their best effort towards the traditional school subjects.
8. They scored low on conventional tests designed to reflect the heart of the traditional academic curriculum.
9. Their interests, leisure time activities and hobbies were nonacademic.
10. They failed to develop self-confidence.
11. They were nervous and tense in a formal classroom setting.
12. They preferred watching television programs to reading.
13. They preferred working with tools to working with numbers.

14. They felt more competent in using a sewing machine than in reciting long passages from memory.

She pointed out that until right now, we have tried to change the new students and make them participate in traditional higher education programs. Perhaps to be more successful, educational systems will have to be designed to fit the learning needs of new students. In short, the gap between new students and traditional higher education is large. It could be narrowed by moving students and education toward the goal of a truly egalitarian system.

Continued emphasis on access programs will bring increasing numbers of low ability students into programs of post-secondary education. Traditional college programs were not prepared to handle the learning needs of these new students to higher education. She described learning handicaps as being in two forms: either the failure to develop competency in such basic tools of modern living as communication skills and mathematics, or the development of attitudinal blockages to the learning process itself. Of the two, the latter is much more important or serious. Poor students think differently and less skillfully about their work than good students. It begins to look as if the expectation and fear of failure is strong enough to lead children to act and think in a special way, and to adopt strategies different from those of more competent children. To change a failure threatened student into achievement oriented learning involves a fundamental change of attitude. It means the learner must become eager to test himself, instead of becoming motivated to find ways of avoiding the test of personal competency. It means the student must become curious about himself in what he can do, instead of being afraid to find out. Most importantly, it means the challenge to the learner is to improve upon his own past record and to seek out the task that is just a little more difficult than the ones which he has already accomplished. In most cases, the

learning models can do double duty by serving both the remedial and re-orientation. The cognitive and affective domains are necessary to overcome the learning handicaps of new students.

Astin, (1975) conducted a longitudinal and multi-institutional research project from 1968 to 1972, in which freshman were followed throughout their four years of school. Students were selected from a representative national sample of 358, two and four year, colleges and universities. The original sample included 243,156 students. The purpose of this study was to determine the characteristics of dropouts, and the reasons for dropping out.

Some of the findings of the study include the following:

1. About two students in three persist; one in ten stopout; and the rest, one in four, become dropouts.

2. Women are much more likely than men to complete the bachelors degree in four years.

3. Reasons in rank order that students gave for dropping out:

   a. boredom with courses
   b. financial difficulties
   c. some other reason
   d. marriage, pregnancy or other family responsibilities
   e. poor grades
   f. dissatisfaction with requirements or regulations
   g. change in career goals
   h. inability to take desired courses or programs
   i. good job offer
   j. illness or accident
   k. difficulty at the community college
   l. disciplinary troubles

4. The data show clearly that having children increases the dropouts chances of giving marriage as a reason for leaving college.

5. A number of student background characteristics may be predictive, including ability, secondary school grades, social economic status, educational aspirations and the students own predictions about his chances of finishing college.

6. Receiving support from parents for college expenses generally enhances the students ability to complete college.

7. Students who are married when they enter college persist better if their spouses provide major support for their college costs.

8. Scholarships or grants are associated with small increases in student persistence rates.

9. Reliance on loans is associated with decreased persistence among men in all income groups.

10. Participation in federal work study programs seem to enhance student persistence, particularly among women and blacks.

11. Reliance on savings or other assets appears to decrease the students chances for finishing college.

12. Reliance on GI bill support is negatively associated with student persistence.

13. Support from ROTC stipends is strongly associated with increased student persistence.

14. Public two-year colleges have the highest dropout rate, including 56% for men and 59% for women.

Ralph Tyler (1970) described seven conditions required for effective learning that may be useful as a check list in developing models:

1. The student must have a clear idea of what he is trying to learn.

2. The motivation of the student must be strong enough to compel him to an initial attempt and then to continue the practice.

3. Students must be helped to focus their efforts on the significant features of the behavior they are seeking to master.

4. There must be ample opportunity for practice in appropriate situations that are meaningful to the student.

5. The student must be provided with feedback about his performance.

6. There must be a reward so that students derive satisfaction from improving their performance.

7. The sequential organization of learning experiences is essential for learning complex and difficult things.

Roueche and Pitman (1972) stated that most students can master what we have to teach them, given sufficient time and appropriate instruction. It is the obligation of the college to make students successful. The community college must meet the educational needs of a changing society by

arranging learning sequences which are convenient for the learner.

Among the theories of learning discussed is the eclectic theory which combines affective and cognitive elements. Emphasis is placed on attitude development and positive self-concepts.

They stated that community college teaching requires a means for changing behavior. Some steps in behavior change include:

1. Identify the behavior to be encouraged and the behavior to be eliminated.
2. Obtain suggestions from the student about ways to change his behavior.
3. Identify reinforcers of the undesirable behavior and cease them.
4. Decide upon a reinforcement that strengthens new behavior and withhold undesirable reinforcers.
5. Shape the new behavior.
6. Maintain the new behavior by using positive reinforcement.
7. Reshape old behavior if it reoccurs in examined past actions.

Roueche and Kirk (1973) discussed the learning problems of nontradition students. They described their learning problems as centered around bad attitudes toward education because of prior failure. They further describe the nontraditional students as poor readers, less mature, lacking in confidence, hesitant, alienated, unrealistic, lacking in problem solving skills, unadaptive behavior, hostile and aggressive.

Most of the earlier theories of instruction were embodied in curriculum theory, a discipline within the study of education that seeks to organize the materials of instruction in some orderly manner for effective teaching and learning. However, recently psychologists have concerned themselves with learning theory or aspects of cognitive development which will improve or optimize instruction when both subject matter and guided learning are under scrutiny.

Learning theories of several contemporary psychologists were reviewed.

Hilgard and Bower (1975) discussed how Piaget forced the student of learning to be aware of age-specific abilities and to contemplate the enterplay between logic and psychology as problems get solved at any age. He is a cognitive learning theorist and he notes that classical theories of development consider the following three aspects:

1. biological maturation
2. experience with the physical environment
3. experience with the social environment

His learning theory dealt with these aspects but differs significantly by adding a fourth consideration known as equilibration.

He found the first three factors to be somewhat inappropriate or insufficient, and therefore, he added equilibration. He believed that equilibration is the fundamental factor in development and necessary to coordinate the other three factors. The main components of equilibration include transformation, assimilation and accommodation.

He believed that the stages of mental development must be defined as to guarantee a constant order of succession. There must be nothing arbitrary about this order. He also stated that the definition of stages must allow for progressive construction by the child without entailing total preformation. He described three main periods of intellectual development:

1. The period of sensory motor intelligence (birth to roughly one and one-half years)
2. The period of representative intelligence and concrete operations (one and one-half to eleven or twelve years)
3. The period of formal operations (eleven to fifteen years)

Some of the educational implications for training procedures in light of Piaget's concepts included the following:

1. Through a knowledge of Piaget a teacher may become alerted to changes and development with age.

2. Those responsible for curriculum construction can base the sequence of expected learnings upon the sequences discovered by Piaget.

3. Specific teaching strategies can in part be derived from Piaget's theories.

Examples of approaches to practical problems by means of eclectic or unified theories of learning include Guthrie's applications of contiguous conditioning, Skinner's applications of operant conditioning and Hull's drive reinforcement theory applied in the Miller-Dollard version.

Hilgard and Bower (1975) discussed Guthrie's contiguous conditioning which stated that what is usually called perception referred to cases in which the immediate sensory stimulation was not only eliciting its innate sensory response but was also eliciting other sensory responses which had been conditioned to the immediate stimulation in past experience.

According to Hilgard and Bower (1975) Skinner's operant conditioning was illustrated through his programmed learning. The major concepts of emitted response and its strengthening through carefully timed reinforcement, of the importance of reward over punishment, of shaping through small step gains, of the subjects control of his own pace, came from the experimental background of operant conditioning. In his original announcement of programmed learning, Skinner was very clear that he was deriving the principles of programmed learning from his laboratory work; the child was simply a new organism to be studied. There are certain questions which had to be answered in turning to the study of any new organism. What behavior is to be set up? What reinforcers are at hand? What reponses are available in embarking upon a program of progressive approximation which will lead to the final form of the behavior? How can reinforcements be most effectively scheduled to maintain the behavior in strength? These questions are all relevant in considering the problem of

the child in the lower grades.

The notion of shaping through reinforcement was clearly set forth and enunciated in the laboratory principles as they applied towards programmed learning in the following six items:

1. immediate reinforcement
2. emitted behavior
3. gradual progression to complex subject matter
4. facing; gradual withdrawal of stimulus support
5. control of observing (attentive behavior)
6. discrimination training (abstractions; concepts)

Hilgard and Bower (1975) discussed Hull's drive reinforcement theory of learning through a four-stage analysis including the following:

1. drive (the student must want something)
2. cue (the student must notice something)
3. response (the student must do something)
4. reward (the student must get something he wants)

Theories of instruction differ from theories of learning. Most of the earlier theories of instruction were embodied in curriculum theory, a discipline within the study of education that sought to organize the materials of instruction in some orderly manner for effective teaching and learning. Our interest here, rather, is in the number of recent developments in which psychologists concerned with learning theory or aspects of cognitive development have turned their attention to improving or optimizing instruction when both subject matter and guided learning are under scrutiny. What they have developed is of course relevant to curriculum development. With learning theories such as stimulus response, cognitive or the atheoretical psychological approach have certain principles which are potentially useful in the practice of those learning theories.

Applying the principles of learning theories is not as easily done as one might think and teachers end up drawing or forming eclectic theory from the stimulus response, the cognitive and the psychological.

According to Hilgard and Bower (1975) Gagne first proposed that all learning was not alike. He divided learning into eight types or categories arranged in a hierarchy because each implied the earlier ones.

His eight types of learning included the following:

1. signal learning: the classical conditioned response of Pavlov in which the individual learns to make a diffuse response to a signal.

2. stimulus response learning: the connection of Thorndike, the discriminated operant of Skinner: sometimes called an instrumental response.

3. chaining: two or more stimulus response connections are jointed together.

4. verbal association: chains that are verbal.

5. multiple discrimination: identifying responses to stimuli that resemble each other, such that some interferences occur.

6. concept learning: a common response to a class of stimuli.

7. rule learning: a chain of two or more concepts; reflected in a rule such as if "a" then "b" where "a" and "b" are concepts.

8. problem solving: thinking is involved; principles are combined according to a higher order rule.

Gagne has continued to work and recently has addressed himself directly to the task of designing instructional sequences. In this, he was dealing explicitly with the problem of the curriculum. He found it useful to refer repeatedly to a hierarchy of levels; for example, in sequencing a course, a topic within that course, a lesson within that topic, a component within that lesson. None of the steps were circumvented whether or not everything was written down in planning the curriculum. The main point was that Gagne had found the hierarchical principle a useful one for moving from learning principles to the sequencing of

instruction.

Hilgard and Bower (1975) stated that Bruner's cognitive-developmental theory pointed out that a theory of instruction was prescriptive in that it proposed rules for achieving knowledge or skill and provided techniques for measuring or evaluating outcomes. It was also normative in that it set goals to be achieved and dealt with conditions for meeting them.

His theory of instruction was concerned with how what one wished to teach could best be learned with improving rather than describing learning. This was not to say that learning and developmental theories were irrelevant to a theory of instruction. In fact, a theory of instruction must be concerned with both learning and development and must be congruent with those theories of learning and development to which it subscribes.

He specified four features that a theory of instruction must encompass:

1. predisposition to learn: a theory of instruction must be concerned with the experiences and context that tend to make the child willing and able to learn when he enters school.

2. structure of knowledge: a theory of instruction must specify the ways in which a body of knowledge should be structured so that it can be most readily grasped by the learner.

3. sequence: a theory of instruction should specify the most effective sequences in which to present the materials.

4. reinforcement: a theory of instruction should specify the nature in pacing of rewards moving from extrinsic rewards to intrinsic rewards.

He took the position that with sufficient understanding of the structure of a field of knowledge, something anticipating the latter more advanced concepts were taught approximately at much earlier ages. The developmental aspect of Bruner's theory lay in his interest in cognitive development. This led him to emphasize three modes of repre-

sentation in a developmental sequence: the inactive, the iconic and the symbolic. The inactive mode was learning through action in essentially wordless learning such as learning to ride a bicycle. The iconic mode was based on representation through perceptual means. An example, was a mental map that permits us to follow a route from where we are to where we are going. Finally, the symbolic mode enables the translation of experience into words and these permit eventually the kind of transformations that at the later stages become of so much interest to Piaget.

In relation to learning theory, Bruner noted that much of the conditioning or stimulus response learning appeared appropriate to the inactive mode.

Symonds (1970) quoted Paul R. Mort and Francis G. Cornell who said, "a child learns only when he is motivated to learn." However, he gave the credit to Clark Hull as being the first person to clearly perceive for the first time the relationship between motivation and learning. Psychology teaches that motives for most human learning reside in the inter-personal relationship, for it is acceptance and approval that human beings most crave. He pointed out that there are many extrinsic motivators, but with strong intrinsic activity on the part of an individual, learning is restricted considerably. The point here is that behind mastery is the need for proving oneself and winning the approval of others in almost every normal case. There is good reason to believe that because the basic motivations reside in human relations striving for external tokens of approval in the form of tangible rewards, prizes, badges and marks is subordinate to striving for direct recognition and approval from a parent, a teacher or a peer.

He stated that "learning takes place only when the act that is performed is reinforced or rewarded." Hull was able to tie reinforcement theory to motivation theory and show a connection between the two.

In education, the easiest type of reinforcement to use as a motivator is praise and open acceptance of tasks performed successfully by the student.

Thorndike's work with the "Law of Effect" strongly supports the theory that reward strengthens learning but that punishment does not strengthen learning to the same degree. He quotes Hurlock as saying, "that observation of teachers in scores of classrooms has revealed that punishment is used by most teachers as an instrument of control in order to satisfy their needs as teachers rather than as an instrument of learning in order to satisfy the needs of pupils." Education should be more concerned with the guidance, direction and modification of behavior than with its elimination and inhabition. The aim of education should be to help children to learn desirable ways of responding rather than to eliminate undesirable ways.

He also sites the work done by Cattell to define individual student differences and their effect on learning. With reference to education individual differences become a matter of social psychology. As long as one is considering the learning of a single child it is not necessary to consider individual differences, but as soon as two or more children are taught in a single group the problem of the differences between them assumes considerable importance.

Chapter 3

PROCEDURES

Population Identified

Iowa Lakes Community College has been very successful at starting new career training programs and having them continue because of strong student demand and good job placement upon completion.

This success is credited to the process of matching programs to student interest and industrial job availability for new and replacement positions. Either a particular career area is identified as having a need for trained laborers or a group of people with a similar interest is identified.

In this case the Iowa Department of Job Services has identified the following unemployment statistics in CETA Area III.

1. Buena Vista County - 290
2. Clay County - 150
3. Dickinson County - 130
4. Emmet County - 130
5. Lyon County - 110
6. O'Brien County - 110
7. Osceola County - 110
8. Palo Alto County - 130
9. Sioux County - 360

Generally, the hard core unemployed people have the following characteristics:

1. unrealistic aspirations

2. uninquisitive
3. poor self-concept
4. poor personal adjustment
5. dependent
6. low achieving
7. closed to new learning situations
8. untrusting
9. have anxieties
10. low problem solving ability
11. poor work adjustment
12. not able to manage independent study

Research Method and Design

This study was developmental in nature, in which an Alternative Career Center was designed for the purpose of making hard core unemployed people employable. The following steps were taken:

1. The population of 1,520 unemployed people in the nine-county area in Northwest Iowa were identified.
2. The characteristics of the population were identified from which the educational and training needs were interpreted.
3. Relevant literature regarding characteristics of non-traditional students, learning theories and instructional theories was reviewed.
4. Appropriate learning and instructional theories were selected which met the needs of the population.
5. The Alternative Career Center was designed which contained the following components:
    a. Goal and objectives
    b. Client intake procedures
    c. Client assessment and career exploration
        1. Attitude modification towards self-worth, rewards of employment versus unemployment, and locus of control.

2. Specific skill training accompanied by job-seeking and survival skills.

e. Further training and/or job placement.

6. The Department Heads at Iowa Lakes Community College were asked to identify appropriate career training areas where jobs were available.

7. The Department Chairpersons were asked to develop units of instruction in those identified training areas.

8. Department Chairpersons were directed to compose job descriptions for staffing purposes.

The basis for the first real impact on a client was designed into the third component on client assessment. Immediately after the brief intake procedure has been completed, the client works on a one-to-one basis with a professional counselor. Through interviewing and testing, the counselor must determine the values, beliefs, and attitudes of the client toward himself, other people, and employment. After sufficient personal data is gathered, in addition to interest and aptitude data, an effective individualized training plan can be developed consisting of a balance of counseling and skill training.

The second real impact on this client was designed into component four. The counselor and the instructor must convince the client that he has a great deal to do with controlling his own life and with what happens to himself. It must be made clear that the rewards of working for a living exceed those of collecting welfare; rewards including financial, self-respect, feeling of accomplishment, etc. At the same time, the instructor must see to it that the client experiences success in the skill training in which he is involved by moving at an instructional pace which allows success. Both the counselor and the instructor must be careful to always reinforce acceptable personal and learning behavior. Client initiative should be reinforced so that the client develops his ability to think and act responsibly on his own.

The description of the Alternative Career Center was presented partially in outline with some components explained more fully in narrative.

Component number four which identified the career training areas and the units of instruction within each area was presented in outline form.

All other components were presented in narrative form with particular emphasis put on three and four.

Limitations

Although much has been authored about learning and instructional theories, very little has been written about successful applications for this particular group of people whom we classify as failures in our society. Almost all applications that I found centered around correcting learning deficiencies of students in traditional classrooms.

The design of this Alternative Career Center is aimed at the characteristics of unemployed people who are predominately white and rural and may not be appropriate for other races and in an urban setting.

Definition of Terms

Alternative Career Center: a training center at Iowa Lakes Community College for the purpose of making unemployed people employable in any one of several career areas by improving self-image, attitudes toward employment, and skill levels.

Comprehensive Employment Training Act (CETA): a federal law enacted in 1974 which replaced the Manpower Development Act for the purpose of lowering unemployment through creating public jobs and upgrading skills of people through educational and on-the-job training programs.

Hard Core Unemployed: those people who possess characteristics that have caused them to be unemployed for an extended period of time and who have accepted the life style which welfare programs provide.

Law of Effect: Thorndike's discovery that rewards immediately following a particular behavior reinforces that behavior response to a certain stimuli.

Learning: a relatively permanent change in behavior because of practice.

Open entry - open exit: enrollees may enter Alternative Career Center any Monday and may complete any day.

Operant Behavior: the conditioning of voluntary behavior which is emitted by the person without environmental eliciting stimuli.

Two Factor Learning Theory: Mower's learning theory based on fear and hope. Fear and hope are conditioned responses. Hope is the most powerful principle of learning that exists. Fear responses must be de-conditioned away by introducing positive stimuli in such numbers as to overshadow the negative stimuli.

Chapter 4

RESULTS

The result of this study was the following instructional design for an Alternative Career Center at Iowa Lakes Community College for the purpose of helping hard core unemployed people to become employable.

ALTERNATIVE CAREER CENTER

IOWA LAKES COMMUNITY COLLEGE

COMPONENT 1: GOAL AND OBJECTIVES

The goal of the Iowa Lakes Alternative Career Center was to teach an employable skill to economically disadvantaged, handicapped unemployed people with open entry and exit enrollment, during non-traditional hours.

The goal of the center was similar to that of Iowa Lakes Community College, a comprehensive community college dedicated to meeting the educational needs of all people. The institution seeks to serve the general population as well as the educationally, economically, and socially disadvantaged, and the mentally and physically handicapped. The institution endeavors to provide a wide range of educational opportunities so that every student or participant may develop his or her capabilities to the fullest extent possible.

To insure that the center offered relevant training and development experiences, an advisory board and an advisory committee were planned. (see Figure 3)

The Advisory Board was comprised of representatives from the Special Needs Section and Rehabilitation, Education and Services Branch of the State Department of Public Instruction, Iowa Department of Social Services, CETA Team Manager, Iowa Lakes Community College Assistant Superintendent of Instruction, Assistant Superintendent of Student Services, and the Department Chairpersons.

The Advisory Committee was made up of people from the private profit sector who represent the various career areas.

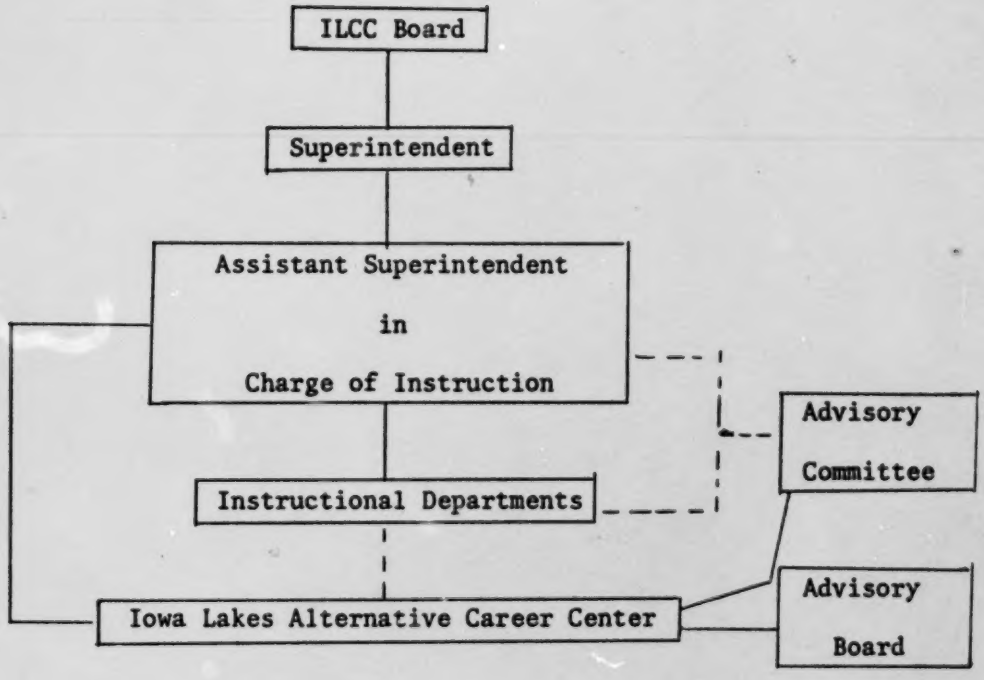

Figure 3

Administrative Structure of the
Alternative Career Center

One representative from each instructional department also serves on the advisory committee.

General objectives of the center included the following:

1. To evaluate the vocational and education potential of economically disadvantaged, handicapped, and/or underemployed individuals.

2. To provide counseling, remedial and general education, training, or re-training in order to function in society.

3. To provide evaluation in vocational abilities, work attitudes, and work motivation.

4. To provide career exploration, pre-vocation training and supervision necessary to effect the development of realistic goals, behavioral changes, adjustment training and/or re-training.

5. To provide training on an open entry-open exit basis during non-traditional hours.

6. To allow for individual student differences through self-improving.

7. To require teaching accountability.

8. To provide job placement.

COMPONENT 2: CLIENT INTAKE PROCEDURE

Objectives:

1. To develop linkages with various agencies within the community who have contact with unemployed people for the purpose of referral.

2. To inform the potential client how the center can help an individual.

3. To determine if it will be possible for the potential client to enter the center based on ability, attitude, and financial means.

4. To complete the enrollment forms.

5. To refer ineligible to another agency for personal assistance.

Procedure:

The procedure for entrance into the Iowa Lakes Alternative Career College would be as follows: (see Appendix A)

1. Referral from an agency (CETA Team Generalist, Rehabilitation Counselor, Social Worker), self-referral, or private business wanting upgrading of employee skills. (see Figure 4)

2. Interview to discuss the components in the program.

3. Decision made by client to enroll in the program.

4. If yes, the client could start on any Monday at 6:00 P.M.

5. Direction of individual into an assessment-career exploration component, and a survival skills-job seeking skills component, for a normal completion time of from one-to-two weeks.

COMPONENT 3: CLIENT ASSESSMENT AND CAREER EXPLORATION

Objectives:

1. To develop, implement and administer comprehensive basic assessments of individual worker and worker traits.

2. To develop and employ selected tests, work samples and work situations suitable for measuring work and worker traits.

3. To provide pertinent objective and subjective evaluation data, summaries and recommendations to the counselors and individuals for use in determining a course of action leading to suitable employment.

4. To provide counseling to help the client assemble, understand, and utilize a variety of information about himself and the world of work leading to the development of plans for preparation and entry into suitable employment.

5. To provide counseling to help clients identify occupational alternatives and make informed decisions concerning a vocational future.

6. To provide career exploration to help the client make the most appropriate career choice possible.

7. To develop a learning contract between the client and the career center which identifies clearly what the client will strive to accomplish and what the career center will provide for assistance.

Procedures:

The Assessment and Career Exploration Unit was designed to efficiently and effectively diagnose client needs and prescribe appropriate treatment.

The design involved the following components:

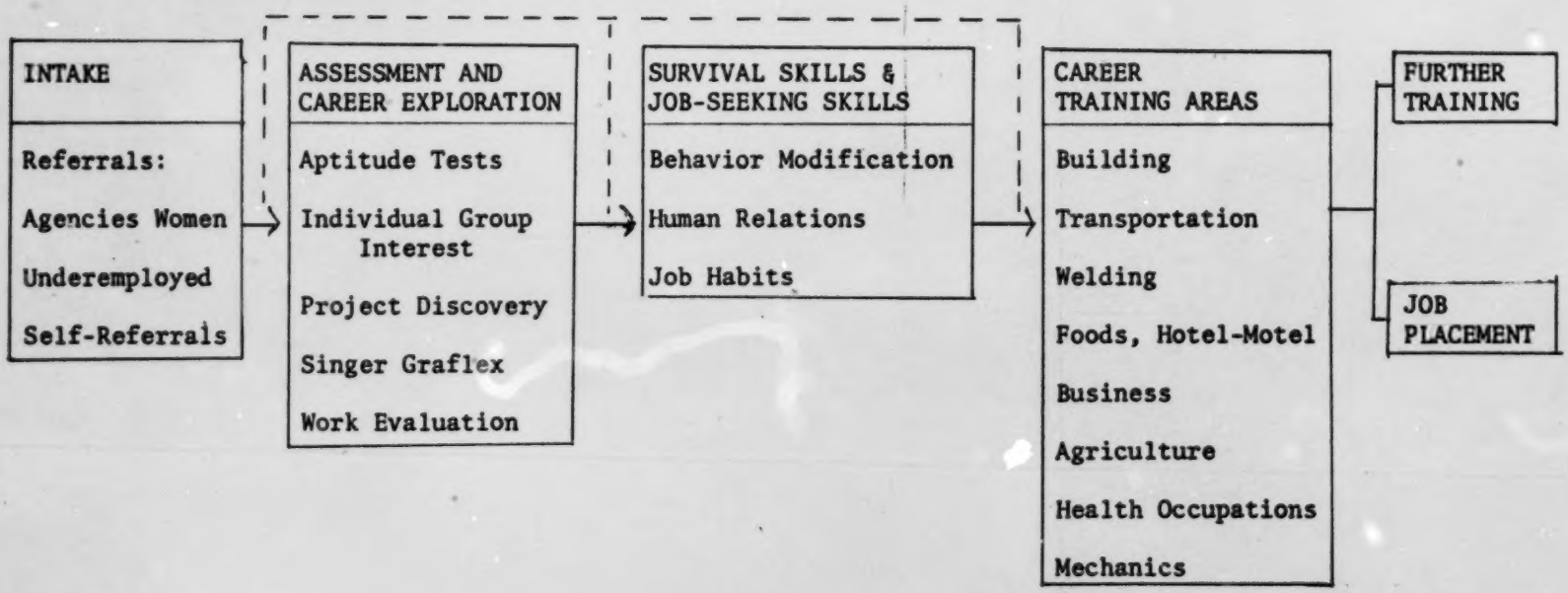

Figure 4

Flow Chart Showing Client Movement Through
Alternative Career Center

I. Assessment interview and counseling

A. To learn through communication about the client's values, beliefs, and attitudes.

B. To reassure the client sufficiently to keep him involved.

II. Individual and Group Testing (paper and pencil)

A. Intelligence (seldom used)

1. OTIS Quick Scoring Mental Ability Test
2. Wechsler Adult Intelligence Scale (WAIS)

B. Vocational Aptitudinal Profile

1. Differential Aptitude Test - Group
2. Wide Range Achievement Test - Individual
3. General Aptitude Test Battery - Group and Individual

C. Vocational Interest Inventories

1. Strong Vocational Interest Blank
2. Kuder Occupational Interest Survey

D. Reading Level Achievement

1. Nelson - Denny - Group
2. Quick Reading Test
3. Woodcock

E. Behaviorial Values Determination Profile

1. Thorndike Dimensions of Temperament
2. 16 P.F. (Personality Factors) Index
3. Personnel Tests for Industry
4. Motivation Analysis Test (Mat)
5. Tennessee Self-concept Scale

III. Assessments and Career Exploration Systems

A. Talent Assessment Program (TAP)

B. Project Discovery Learning Packets

C. COATS

D. Career Orientation Assessments Lab

IV. Adults Career Assessments Program Work Evaluation

A. Actual on-the-job evaluation in the private and public sector

Explanation:

The core of the assessment process will be an in-depth assessment

interview.

Unless otherwise authorized, the assessment interview will be conducted by assessment and job seeking skills coordinator. (see Figure 5)

The interview will be structured to determine applicant characteristics in each of the following Educational Development Process (EDP) common denominators.

I. Learning History

A. Specific skills and competencies. Specific occupational skills possessed by the applicant and the degree of competency in such skills. Examples might include typing speed and accuracy; office or business machine skills; craft skills such as carpentry, masonry, bricklaying; universal procedures such as health care support activities, insurance estimating, bookkeeping, etc.; equipment operation (type and model), etc.

B. Education. Highest grade level completed; other classes, courses, seminars; degrees, certificates, licenses; areas of specialization; names of institutions.

II. Work History

A. Specific experience. A history of prior work experience including employers, position, specific duties, reason for terminating.

B. Consistency. The consistency of prior work experience, identifying patterns of short-term employment, major gaps, and rapid changes in occupational fields.

III. Other Job-Related

A. Skills. Any other related "skills" the applicant possesses (e.g., strength, ability to function well in public contact type jobs, etc.)

B. Tools, equipment, clothes. Occupationally required tools, equipment or clothes the applicant currently possesses.

C. Dependent Care. Number of dependents; number of dependents requiring full-time care; method of providing such in past; cost; applicant's anticipation and upon completion; and associated costs.

D. Transportation. Transportation means utilized in past by applicant; prospect of continued availability; associated costs; distances.

E. Physical. Physical conditions relevant to applicant's employability; temporary or permanent; prior treatment, etc.

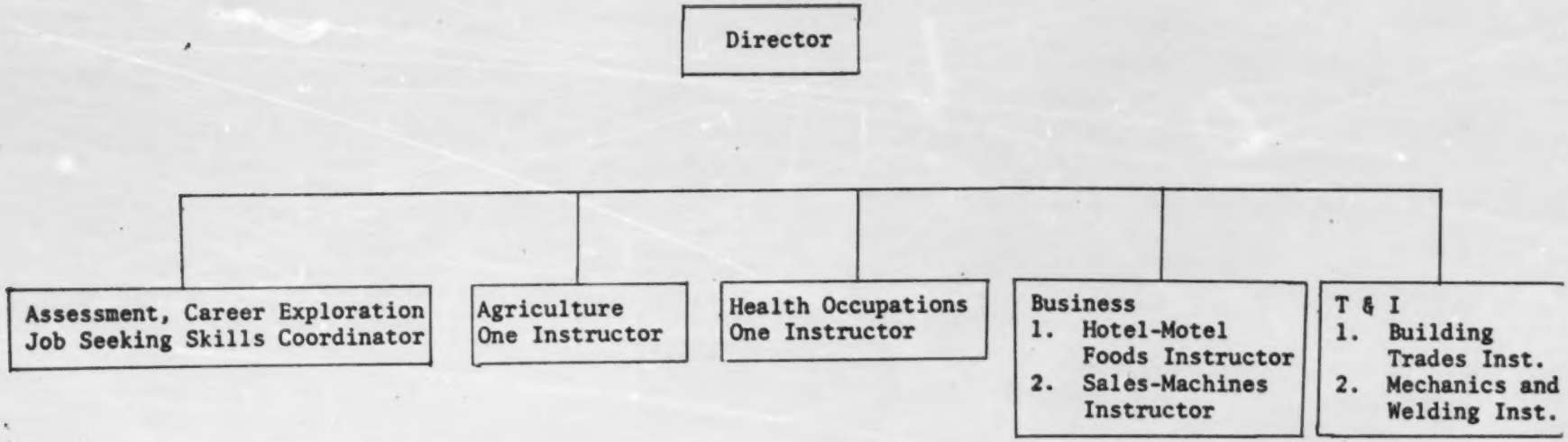

Figure 5

Chart Showing Staff for
Alternative Career Center

F. Other. Other employment-related characteristics or information not contained in preceding categories.

G. Income. Applicant's prior income calculated on a basis of the income/earnings received during the twelve (12) months preceding his/her application for enrollment. Applicant's minimum income requirement (MIR) calculated by totaling current fixed obligations, food, and other regular expenses, using MIR form.

Applicant characteristics, interests and preferences as determined during the assessment interview must be compared with employment opportunities for the purpose of selecting a target occupation.

In instances where the assessment interview does not yield sufficient information to complete the characteristic requirements and where applicant is unsure or undecided about occupational interest, further assessment may be required.

COMPONENT 4: SURVIVAL SKILLS AND CAREER TRAINING

Objectives:

I. To provide training in what is appropriate behavior both in the classroom and on the job.

II. To provide survival skills so that the individual is knowledgeable about housing, health, transportation, use of the telephone, buying food, budgeting.

III. To provide training in how to find a job, job application, job interviewing and answering difficult questions.

IV. To provide organized instruction on an open entry-open exit basis to teach an employable skill.

V. To provide training for upgrading skills.

VI. To develop units of instruction to give enrollees the minimum skill necessary for entry level employment in a given area.

VII. To employ the following learning and instructional theories toward effective instruction:

A. Thorndike's "Law of Effect" through practicing positive reinforcement practices for desirable learning behavior by the student with regard to skill training and attitudes.

B. Mower's "two factor learning theory" by building the student's self-confidence through successes which generate hope and by de-conditioning existing fears and negative attitudes by introducing new and positive stimuli on which to focus.

C. Skinner's "operant behavior" to develop his self-concept toward internal locus of control.

D. Keller's "personalized system of instruction" including the following five characteristics:

1. critical content divided into sequential modules or units of study which vary in size according to discipline and which require unit perfection by students.

2. students permitted to work at their own pace.

3. unit materials which replace much of the lecture presentation with written materials with strong emphasis on communication between the student and teacher.

4. lectures and demonstrations which are used as vehicles of motivation and enrichment rather than as primary sources of critical information.

5. reliance on peer proctors when possible to provide feedback on unit mastery and to clear up misunderstandings.

VIII. To employ instructional staff with proper attitudes, empathy, and basic skills to implement the above learning and instructional theories in the classroom.

IX. To conduct an ongoing inservice program for the development of the staff.

Procedures:

The Survival Skills and Job Seeking Skills Unit was designed to efficiently and effectively diagnose a client's survival skills for day-to-day living, and determines a client's human relation skills with his supervisor, and his co-workers, and in day-to-day contacts with people. This unit will also determine if the client's behavior is appropriate for the program.

Job seeking skills will also be taught in this unit to help the client obtain and hold a job.

The design includes the following components:

I. Behavior

A. Appropriate classroom behavior

B. Appropriate employment behavior

II. Human Relations

A. With supervisor

B. With co-workers

C. With fellowmen

III. Survival Skills

A. Budgeting

B. Housing

C. Transportation

D. Use of telephone

E. Meal planning

F. Grooming

IV. Job Seeking Skills

A. Job application

B. Interviewing

V. Training Areas Available in Iowa Lakes Alternative Career College

A. Agriculture

1. Herdsman - Beef, Swine, Horse, Sheep
   Length of Time: 1-3 months

   a. Breeds
   b. Feeding
   c. Care
   d. Following instructions
   e. Floor cleaning

2. Elevator Laborer
   Length of Time: 1 month

   a. Crop dryers
   b. Soil sampling
   c. Fertilizer handling
      1. unloading cars
      2. NHz handling
   d. Grain grading

e. General information for women
   1. bookkeeper
   2. secretaries

3. Golf Course Maintenance
   Length of Time: 3 weeks

   a. Mowing
      1. proper operation
      2. maintenance of equipment
      3. adjusting of blades and sharpening
   b. Changing of cups
   c. Tree trimming
      1. operation of chain saw
      2. proper techniques in cutting of trees and pruning

4. Feed Truck Driver (Pen Feeder)
   Length of Time: 1-2 months

   a. Truck driving
   b. Follow instructions
   c. Observe feed intake
   d. Spot sick animals

5. Milker
   Length of Time: 1-2 months

   a. Milking machine operation
   b. Udder anatomy and function
   c. Heat detection

6. Basic Animal Science
   Length of Time: 1-3 months

   a. For use by secretaries and other people that might be employed in ag and ag related jobs

B. Business

1. Hotel-Motel Housekeeping
   Length of Time: 2 weeks
   Student Learner will develop an understanding of the following areas

   a. The housekeeping department and staff
   b. Housekeeping operations (cleaning procedures, guest room procedures, bedmaking, etc.)
   c. Purchasing of housekeeping supplies and equipment (including purchase orders, requisitions and receiving reports)
   d. Materials and equipment (soaps, chemicals, tools, and equipment)
   e. Floor and carpet care (types of floors, cleaning procedures, and carpets)

f. Linen and laundry (operation of laundry equipment, linen use and linen quality and control)
g. Recruiting employees, training, and scheduling employees, and problem areas in housekeeping

2. Front Desk Clerk
Length of Time: 2 weeks
Student will develop an understanding of the procedures of operating a hotel-motel front desk. Topics covered will include:

a. Structure of the front office, equipment
b. Registration
c. Room rates
d. Room assignment
e. Room racks
f. Billing
g. Cash controls
h. Credit and credit problems
i. The night audit
j. The city ledger
k. The American Plan
l. Reservation requests
m. Reservation forecasts and bookings
n. Statistics and reports

3. Fry Cook
Length of Time: 6 weeks
You will be able to explain step by step the operation of a deep fat fryer.

a. Preparing the fat for loading
b. Loading the fryer with fat
c. Loading the baskets
d. Temperatures recommended
e. Unloading food from the baskets
f. Proper maintenance of the deep fryer
g. List the four safety rules to be followed in the deep frying operation

4. Grill Cook
Length of Time: 6 weeks
Describe the functions of the following parts of a typical grill with 100% accuracy.

a. Temperature controls
b. Signal lights
c. Grease trough
d. Grease drawer
e. Splash guards
f. Sectioned grill surface
g. Heating zones
h. Cleaning and caring (maintenance and safety) for a grill
i. Cooking various foods

5. Bartending
   Length of Time: 1 month
   As with great culinary achievements, skill in mixing drinks comes with knowledge and practice in learning about spirits, wines, liqueurs, and flavoring. The student will also be learning about the bar controls and systems.

6. Waitress Training
   Length of Time: 6 weeks
   Given the personality characteristics of a good waitress or waiter, you will be able to evaluate how well your own personality matches. You will give specific examples of your own behavior which demonstrates your qualities or your lack of qualities. Given a situation in which the customer is actually wrong, you will be able to explain accurately what is meant by this statement: ("The customer is always right.")

7. (Institutional) Food Preparation
   Length of Time: 6 weeks

   a. Popular sandwich preparation
   b. Salad preparation
   c. Luncheon - cooking and preparation
   d. Breakfast preparation and cooking
   e. Dinner preparation and cooking

8. Operation of Transcribing Machines
   Length of Time: 1 month

   a. Introduction to the memory typewriter
   b. Operation of reel to reel transcribing machine
   c. Operation of cassette tape transcribing machine

9. Keypunch
   Length of Time: 1 month

   a. Typewriting
   b. Intro to Data Processing
   c. Keypunch operation 129 and 29

10. Offset Operator
    Length of Time: 6 weeks

    a. Principles of machine operation - 360 offset - 326 offset
    b. Offset master preparation - metal plates, paper masters
    c. Paper
    d. Collating and binding

11. Grocery Clerk
Length of Time: 6 weeks

a. Calculating machines
b. Merchandising control
c. Display
d. Advertising

12. Fashion Merchandising
Length of Time: 8 weeks

a. Principles of clothing selection and display techniques
b. Textiles
c. Salesmanship
d. Fashion show procedures
e. Buying and merchandise control

C. Health Occupations

1. Nurses Aide - Orderly Training
Length of Time: 120 hours
Development of skills and attitudes necessary to be an effective nurse aide-orderly in a hospital environment. This course meets the standard educational requirements approved by the State Department of Health in Iowa for qualified nurses aide-orderlies presently in demand. Persons who have completed the 60 hour geriatric aide course may obtain a 120 hour certificate by enrolling in the last 60 hours of this course.

a. Content as listed under geriatric aide
b. Disinfection: sterilization, asepsis, isolation
c. Pre-operative - Post-operative care
d. Common health problems
e. Care of the dying

2. Geriatric Aide
Length of Time: 60 hours
Development of basic skills and attitudes necessary for interested persons to be effective geriatric aides in a nursing home environment.

a. Professional ethics
b. Handwashing
c. Bedmaking
d. Body mechanics
e. Bed bath
f. Skin care
g. Oral hygiene
h. Elimination
i. Vital signs
j. Geriatric aide role
k. Special treatments
l. Admission care

m. Food service
n. Use of lifters and restraints
o. Reality orientation

3. Homemaker Home Health Aide
(Co-sponsored by the Lakes Area Home Care Service)
Length of Time: 40 hours
Basic training and orientation for responsible mature individuals for employment in homes where illness, disability or other crisis threaten normal family living.

a. Personal care
b. Bathing
c. Shampoos
d. Mild exercise
e. Ambulation
f. Encourage aged or disabled person to help himself
g. Planning and/or preparing meals
h. Shopping and purposeful errands
i. Light housekeeping

4. Licensed Practical Nursing
Length of Time: 22 months

a. First Quarter
    1. Body structure and function
    2. Nursing fundamentals I
    3. Skill development
        a. Math
        b. Communication skills
            1. Spelling
            2. Punctuation
            3. Vocabulary
            4. Usage
            5. Reading improvement

Each of the categories in "2" involve a pretest. If the student has sufficient skill he does not become involved. Students with deficiencies work through the learning center until they meet the course standards. This may be extended beyond one quarter, but should be completed early in the curriculum.

b. Second Quarter
    1. Nursing Fundamentals II

c. Third Quarter
    1. Written communications
    2. Clinical nursing (administering medications and pre & post-operative care)

After completion of this quarter a nurses aide certificate (qualifies to function in the nursing home) and a medication aide certificate will be awarded.

d. Fourth Quarter
   1. Personal and Community Relations
   2. Psychology I (optional)

e. Fifth Quarter
   1. Nutrition
   2. Growth and Development
   3. Clinical Nursing

f. Sixth Quarter
   1. Maternal and Childhealth Nursing

g. Seventh Quarter
   1. Medical Surgical Nursing

   After completion of quarter the student will be awarded a nurses aide certificate

h. Eighth Quarter
   1. Clinical Nursing

D. Trade and Industrial Education

1. Basic Carpentry
   Length of Time: 1-12 months

   a. Math
   b. Estimating
   c. Framing square
   d. Blue print reading
   e. Building layout
   f. Truss construction
   g. Framing technique
   h. Roof construction
   i. Remodeling principles

2. Air-Conditioning Service Training for Residential Construction
   Length of Time: 1-3 months

   a. Cooling fundamentals
   b. Cooling systems - controls and instruments
   c. Cooling systems - distributing and cleaning
   d. Cooling - use of gauge and other technical equipment, tools and test equipment
   e. Electrical hook-up and problems in servicing
   f. Service problems - where to look and how to fix central units
   g. Service problems - window unit or portable units
   h. Lab exercises and trouble shooting

3. Residential Design and Blueprint Reading

   a. Purpose of prints - scale, symbols, measurements
   b. Use of drafting equipment - tools, templates

c. Shape planning - square and rectangular, modular sizes, roof treatment
d. Sketching and semi-scaled drawings - use of graph methods, perspective cabinet
e. Room lay-out - traffic areas, minimum room sizes hall sizes, stair openings
f. Kitchen and bath planning - adaptability to appliances, fixtures, plumbing
g. Production of finished drawing
h. Reproductions of drawings

4. Stone and Stucco Masonry
Length of Time: 1-3 months

a. Blueprint reading
b. Mathematics and estimating
c. Stone masonry
   1. veneer on frame construction
   2. veneer on block construction
   3. stone identification properties
   4. machine and hand cutting
   5. cleaning and maintenance
d. Stucco and painting
   1. stucco and plaster finishes
   2. surface preparation
   3. application procedures
   4. cleaning maintenance
   5. stucco repair

5. Painting and Decorating
Length of Time: 1-4 weeks

a. Oil base paints
   1. application
   2. color tinting
   3. finishes
b. Water base paints
   1. application
   2. color tinting
   3. finishes
c. Interior wood finishes
   1. stains
   2. sealers
   3. applications
d. Wall coverings
   1. paper
   2. vinyls
   3. wood
   4. cloth
e. Wall repair
f. Exterior paint problems
g. Interior paint and finish problems

6. Heat Pump
Length of Time: 1-3 months

a. Principles
b. Applications
   1. sizing units
   2. installations
   3. advantages and disadvantages
c. Servicing
   1. condensor unit
   2. evaporator units
d. Electrical wiring
e. Mathematics
f. Lab exercises and trouble shooting
g. Tools and text equipment

7. Automotive Mechanics
   Length of Time: 1-12 months

   a. Transmission
   b. Front end alignment
   c. Tune-ups
   d. Air-conditioning
   e. Brakes
   f. Electrical system

8. Welding
   Length of Time: 1-9 months

   a. Oxy-acetylene
   b. Electric arc
   c. Mathematics
   d. Structural
   e. Jigs and fixtures
   f. Pipe
   g. Communication skills
   h. Production
   i. Tig
   j. Mig
   k. Special problems
   l. Human relations

9. Service Station Mechanics
   Length of Time: 1-9 months

   a. Tune-up
   b. Brake
   c. Chasis
   d. Wheel balancing
   e. Human relations
   f. Mathematics
   g. Salesmanship
   h. Parts ordering
   i. Communication skills
   j. Cooling system
   k. Exhaust system
   l. Lubrication system
   m. Auto servicing

10. Machinery Servicing and Set-up
    Length of Time: 1-3 months

    a. Reading the lubrication manual
    b. Greasing
    c. Oiling
    d. Cleaning/or replacing filters

COMPONENT 5: FURTHER TRAINING AND/OR JOB PLACEMENT

Objectives:

I. to assess a client's readiness for work.

II. to develop a plan of action to assist the client to find a job.

III. to assist those students who would choose to seek further training in traditional programs.

Procedures:

I. All clients will be assisted by their instructors in job placements. A job seeking skills course will also be available for the students wishing it. The college will also work with Job Service of Iowa for placement.

II. Some students will want to go on for further college training and/or edcuation after completing the Alternative Career College courses. Counseling and assistance will be available to discuss the opportunities available at Iowa Lakes Community College and other colleges.

Chapter 5

DISCUSSION, IMPLICATIONS, AND RECOMMENDATIONS

The outcomes of this developmental study for the Learning Theory and Applications Module were expected to be beneficial to the federal government, state government, Iowa Lakes Community College, and most of all the unemployed person.

The first result of the study was an effective instructional design to make hard core unemployed people employable. The delivery system was aimed at developing within the individual positive self-concepts, acceptable values, beliefs, and attitudes, and an employable skill. It was based on sound learning theories and research by Thorndike and Mower combined with instructional theories developed by Skinner and Keller.

The second result was the development of an Alternative Career Center which is in the process of being funded and staffed at the present time. In addition to human development training, skill development training is available in 32 occupations in the four career cluster areas of agriculture, business, health, and trades and industry.

The third result is an instructional design which I feel can be equally successful with most students of all ages in educational programs at ILCC regardless of the program of study. Intrinsic motivation to learn by most people requires: a positive self-concept which leads to self-confidence developed through acceptance and approval given by others; interest in particular subject matter developed by skill of instructors and others as well as relevancy to his individual life; and an adequate personal payoff for effort whether it be: physiological by food, drink, or sex; psychological by love shown through acceptance and approval; or

materialistic by financial reward leading toward a better standard of living.

The first implication was that hundreds of non-productive people should be returned to the labor force in Northwest Iowa to lead productive and respectable lives according to our society. This would strengthen the economy of Iowa and could result in lower taxation of the citizens.

The second implication was an increase in enrollment while the mission of Iowa Lakes Community College was fulfilled by serving another segment of the citizenry in Northwest Iowa.

The third implication was the professional success and the personal satisfaction which the staff at Iowa Lakes Community College will derive through the success of their students.

The first recommendation is that the Alternative Career Center be well publicized and explained by the college public information officer to the general public as well as client referring agencies such as social services, CETA, vocational rehabilitation, Cherokee Mental Health Center, and Job Services of Iowa.

The second recommendation is that the state Office of Planning and Programming and the Special Needs Division of the Department of Public Instruction provide initial funding for a period of not less than the first three years of operation of the Alternative Career Center.

The third recommendation is that the college grant a certificate of completion with fully defined accomplished competencies to those who successfully complete the learning contract and become employable. An exception would be if a student completed the entire curriculum of a training program and were eligible for a higher award.

The fourth recommendation is that the entire faculty be encouraged to observe closely the educational processes of the Alternative Career Center. It is my belief that much would be learned by the teaching staff in the areas of learning theories and instructional methods that could be used in their daily teaching which would help their students to learn more and which would allow them to be happier and more successful instructors.

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APPENDIX A

Applicant Intake Form for Alternative Career Center

IOWA LAKES COMMUNITY COLLEGE

Date of Application _____

I. Source of Referral (Check) Caseworker _____

___CETA
___Vocational Rehabilitation
___Social Services
___Other (Specify) _____

II. Demographic Data

Applicant's Name _____ _____
(Last) (First/Middle)

Applicant's Social Security No. _____ Sex(M or F) ____

Address:
House No. ____ Street _____ City _____

State _____ Zip _____ Telephone _____ County____

Present Age ____ Birthdate _____ Highest Grade Completed __

III. Eligibility Data

Number of Dependents ____ Number in Family ____ U.S. Citizen __

Check All That Apply:

___Receiving AFDC
___Other Public Assistance
___Economically Disadvantaged
___Speak Limited English
___Migrant Farm Family
___Seasonal Farm Family
___Handicapped
___Recently Separated Veteran
___Special Veteran
___Disabled Veteran
___Head of Household
___Receiving Unemployment Ins.
___Full Time Student
___Offender

Ethnic Group (Other than Spanish American) Enter No. _____
1. White 2. Black 3. American Indian 4. Other

Spanish American Group Enter No. _____
1. Mexican American 2. Puerto Rican 3. Cuban
4. Other Latin American

Labor Force Status Enter No. _____
1. Employed 2. Underemployed 3. Unemployed 4. Other

Estimated Annual Family Income (In Dollars) _____

Number of Weeks Unemployed _____ Eligibility _____

Sponsor (Authorized Representative) _____ Date _____

Client _____

Program Administrator ILCC _____

CLIENT CONTRACT FOR ALTERNATIVE CAREER CENTER

IOWA LAKES COMMUNITY COLLEGE

PURPOSE

The purpose of this contract is to provide career assessment, exploration, and training activities to the client named below in the occupational classification specified by his interest and ability. Such determinations are to be provided during and at the termination of the agreement on the format provided by the Career Assessment/Exploration Specialist representing Iowa Lakes Community College. The client is not being hired as an employee, but will take instructions as an employee for the purpose of assessment. The client is not entitled to the benefits of employees.

Client _____ Occupational Classification _____

STATEMENT OF ASSESSMENT

The conditions of this contracted Career Assessment/Exploration experience shall consist of:

1. Place of Assessment _____
   Name Address

2. Period of Assessment from _____ to _____ for a total of _____ hours per week. Stipened payments are pro-rated on these hours and are based upon 100% attendance. The rate of payment will be ____ per week for (35-40) full time hours and ____ per week (20-34) for part time hours of scheduled assessment time.

3. The client agrees to attend the assessment and related meetings as scheduled.

4. The client agrees to work to the best of his/her ability in all assessment activities.

5. The client understands the stipend will be paid for satisfactory completion of assessment activity.

6. The Career Assessment/Exploration contract may be terminated by Contractor request, Sponsor request and/or Client request.

METHOD OF PAYMENT

The client will be reimbursed within 30 days of completion of scheduled assessment activity.

In witness where of, the Sponsor and Client have executed this agreement.

_____ _____ _____
Sponsor (Authorized Representative) Date Client

IV. Occupational Information

Current or Most Recent Occupation
Job is (1. Current or 2. Most Recent) Hourly Wage _____
Dot code _____ Name of Job _____

V. Applicant Certification:

I, _____, certify that the information on this form is correct and complete to the best of my knowledge and has been freely given to determine my eligibility for participation in the Alternative Career Center. I understand that penalties are provided for willful misrepresentation made to establish eligibility or to receive benefits.

Signature _____ Date _____

VI. Interviewer Certification:

Intake Interviewer _____

Parent Agency _____

Title _____

LEARNING AND/OR EMPLOYMENT CONTRACT

ALTERNATIVE CAREER CENTER
IOWA LAKES COMMUNITY COLLEGE

Client Social Security Number _____ Date _____

Client Name _____

Instructor _____

Training area selected _____

A. Instructional units selected

	Title	Length
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____

First day of training _____

Projected ending date _____

_____ _____
Client Signature Instructor Signature

TERMINATION FROM ALTERNATIVE CAREER CENT[illegible]

IOWA LAKES COMMUNITY COLLEGE

CLIENT SOCIAL SECURITY NO. _____ DATE _____

CLIENT NAME _____ SPECIALIST _____

I. TERMINATION DATA:

Date of Termination _____

Public Assistance at Termination _____

Reason for Termination _____

If other, specify _____

Labor force status _____

II. PLACEMENT DATA: (For employed clients only)

School or Employer's Name _____

Phone _____

Address _____

Supervisor's Name _____

Present Job Title _____

DOT Code _____ Present Wage (Hourly) _____

Wage(Previous Job) _____

DOT Code(Previous Job) _____

CODES:

Termination Reason Codes:

01	Direct Placement	11	Refused to Continue
02	Indirect Placement	12	Administrative Separation
03	Obtained Employment	13	Cannot Locate
04	Laid Off	14	Entered Another Manpower Program
05	Entered School	15	Poor Attendance
06	Entered Military	16	Insufficient Programs
07	Health/Pregnancy	17	Other
08	Family Care	18	Intertitle Transfer
09	Transportation Problem	19	Deceased
10	Moved from Area		

Labor Force Status Codes:

1. Employed
2. Underemployed
3. Unemployed
4. Not in Labor Force
5. Status Unknown

Public Assistance Status Codes:

1. Is receiving Welfare Payments under Title IV or Title XVI or SSA
2. Is to receive Unemployment Benefit Payments
3. Status Unknown
4. Not Receiving any Public Assistance

CLIENT FOLLOW UP - ALTERNATIVE CAREER CENTER

IOWA LAKES COMMUNITY COLLEGE

PERSONAL INFORMATION

Client Name/address _____ Alternate Name/address _____

_____ _____

_____ _____

Telephone No.: _____ Telephone No. _____

Client Social Security No. _____

Client referred to Agency _____

Address _____

Caseworker _____

- -

CONTACT AND FOLLOW UP INFORMATION

	Date Made	Method	Labor Status	Hourly Wage	Code Dot
1.	_____	_____	_____	_____	_____
2.	_____	_____	_____	_____	_____
3.	_____	_____	_____	_____	_____

Codes

T - Telephone
L - Letter
P - Personal
E - Employer
O - Other (Specify)
_____

1 - Employed
2 - Unemployed
3 - Underemployed
4 - Not in Labor Force
5 - Status Unknown
6 - Vocational Training

- -

CONTACT 1

Name of Employer/School _____

Address _____

Supervisor/Advisor _____

Occupation/Course of Study _____

- -

CONTACT 2

Name of Employer/School _____

Address _____

Supervisor/Advisor _____

Occupation/Course of Study _____

- -

CONTACT 3

Name of Employer/School _____

Address _____

Supervisor/Advisor _____

Occupation/Course of Study _____

UNIVERSITY OF CALIF.
LOS ANGELES

MAY 26 1978

CLEARINGHOUSE FOR
JUNIOR COLLEGES